**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 6** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and text can be a source of creativity and joy | (text) Oral, written, visual, or digital communication:   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written, and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements) |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) Narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Exploring and sharing multiple perspectives extends our thinking. |  |
| Developing our understanding of how language works allows us to use it purposefully. |  |
| Texts are created for different purposes and audiences. |  |
| Synthesizing the meaning from different texts and ideas helps us create new understandings. |  |
| **Mathematics** | |
| Numbers can be represented in many forms and reflect different relationships. |  |
| Numeracy helps us to see patterns, communicate ideas, and solve problems. |  |
| Patterns allow us to see relationships and develop generalizations. |  |
| Geometry and measurement empower us to make meaning of the world. |  |
| We can apply mathematics to inquiry questions and use it to communicate information and data. |  |
| Data enable us to draw conclusions and make predictions in an unstable world. |  |
| **Science** | |
| Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | Questions to support inquiry with students:   * How are internal systems necessary for survival? * What do your body systems require for survival? * How do your body systems interact with one another? |
| Everyday materials are often homogeneous solutions and heterogeneous mixtures. | Questions to support inquiry with students:   * What is a heterogeneous mixture? * How does it compared to a homogeneous (solution) mixture? |
| Newton’s three laws of motion describe the relationship between force and motion. | Questions to support inquiry with students:   * What is the difference between motion caused by balanced forces and motion caused by unbalanced forces? * How are balanced and unbalanced forces evident in your life and activities? |
| The solar system is part of the Milky Way, which is one of billions of galaxies. | Questions to support inquiry with students:   * What are the relationships between Earth and the rest of the universe? * What is an extreme environment? * What extreme environments exist on Earth or in our galaxy? |
| **Social Studies** | |
| Economic self-interest can be a significant cause of conflict among peoples and governments. |  |
| Complex global problems require international cooperation to make difficult choices for the future. |  |
| Systems of government vary in their respect for human rights and freedoms. |  |
| Media sources can both positively and negatively affect our understanding of important events and issues. |  |
| **Career Education** | |
| Main focus is on Exploration.  Understanding deepens through Exploration of:   * Personal identity * Relationship between students’ interests, attributes, competencies, and knowledge of career development * Goal setting * Community connections * Transferable skills * Leadership skills * First capstone project | Exploration:   * Big Ideas, Curricular competencies, and Content by stage. |
| **Physical and Health Education** | |
| Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. |  |
| Physical literacy and fitness contribute to our success in and enjoyment of physical activity. |  |
| We experience many changes in our lives that influence how we see ourselves and others. |  |
| Healthy choices influence our physical, emotional, and mental well-being. |  |
| Learning about similarities and differences in individuals and groups influences community health. |  |
| **Arts Education** | |
| Engaging in creative expression and experiences expands people’s sense of identity and community. |  |
| Artistic expressions differ across time and place. |  |
| Dance, drama, music, and visual arts are each unique languages for creating and communicating. | (communicating) Art itself is a form of communication. |
| Experiencing art is a means to develop empathy for others’ perspectives and experiences. | (art) Includes but is not limited to the four disciplines of dance, drama, music, and visual arts. |
| **Core French** | |
| Listening and viewing with intent help us understand a message. |  |
| Language learners use strategies to help them understand and acquire language. |  |
| Meaningful communication is possible in French using simple, high-frequency words and patterns. |  |
| With basic French, we can describe important people in our lives. |  |
| Stories allow us to understand ideas in a meaningful way. |  |
| Learning about a Francophone community helps us develop cultural awareness. |  |